

**STATE OF MAINE**  
**DEPARTMENT OF EDUCATION**  
Maine Learning Technology Initiative

**Maine Learning Technology Initiative**  
**Alternative Equivalent Value Application Guide**

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**Applications Due:** No due date. Applications will be reviewed upon receipt.

Submit to:

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Subject Header: AEV APPLICATION

in an electronic, searchable format (ie Word, PDF, Pages)

# State of Maine - Department of Education

## Maine Learning Technology Initiative Alternative Equivalent Value Application

### PART I INTRODUCTION

#### A. Purpose and Background

The Department of Education (“Department”) is accepting applications to provide learning programs, including, in part, one-to-one wireless classroom solutions, as defined in this application document. This document provides instructions for submitting applications, the procedure and criteria by which the SAU will be evaluated, and the contractual terms which will govern the relationship between the State of Maine (“State”) and the SAU.

The Maine Learning Technology Initiative (MLTI) is a learning program, not a technology device purchase program. MLTI helps provide schools with a collection of supports, including professional learning, leadership development, wifi-connected devices, software, and technical support, built around a core of desired learning experiences for students. MLTI has been active in Maine public middle schools since 2002.

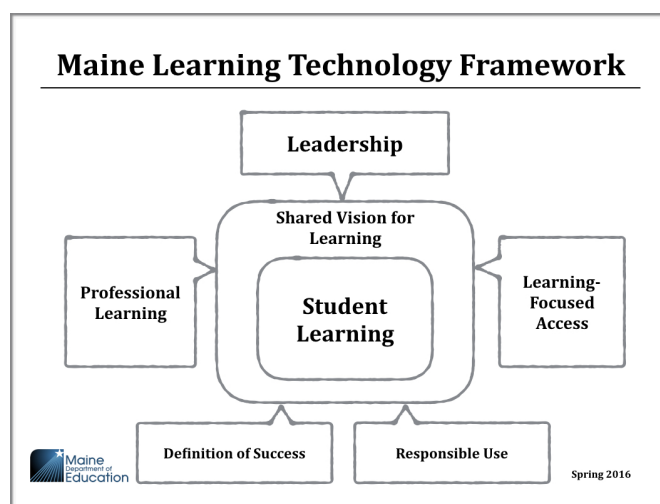
As part of this program, schools are provided personal digital computing devices for each student and teacher at a participating school. MLTI has already completed and awarded an RFP (see RFP# 201210412, <http://www.maine.gov/mlti/rfp/>) for vendor-provided solutions. These solutions are provided by the Department to schools, and are managed by the Department in coordination with the vendor and the schools. As part of the MLTI, schools also have the option to design and deploy a learning program, including a one-to-one wireless classroom solution, separate from of the Department’s program. Approved programs receive funding to support that implementation, not to exceed the cost of the Department sponsored program. This application describes the requirements for Maine public middle schools and high schools to receive financial support from the Department to implement an alternative and equivalent one-to-one learning program solution of its own design.

#### B. Maine Learning Technology Framework

MLTI and the MLTI AEV Requirements are informed by the Maine Learning Technology Framework.

The Maine Learning Technology Framework describes the key elements and components needed to achieve the greatest learning benefit from a district’s technology investment. The Framework is intended to support teachers, tech leads, librarians and other school leaders in their efforts to leverage technology to improve student learning experiences related to the Maine Learning Results and assist a student in meeting requirements for a proficiency-based diploma.

At the center of the Framework is a focus on creating good learning experiences for students,



recognizing that the quality of the pedagogy and learning experiences drive student learning and achievement.

The core of the Framework are student learning experiences and a district's Shared Vision for Learning.

**Student Learning** - MLTI has adopted and encourages SAU's commitment to a common model to guide teacher practice and the integration of technology into instruction and learning: Technological, Pedagogical, Content Knowledge (TPCK) by Drs. Punya Mishra and Matthew Koehler (<http://www.tpack.org>). TPCK suggests that technology serves education best at the intersection of content knowledge and pedagogy and instruction. In Maine, content knowledge is well defined by the Maine Learning Results.

Using TPCK terminology, this portion of the Framework focuses on the following instructional practices, and thinking about how technology can support these practices:

- Instruction for Foundational Knowledge: Helping students learn the basics in subject area content.
- Instruction for Practice and Deepening Understanding: Helping students develop some fluency and automaticity with those basics, or develop conceptual understanding beyond simple memorization.
- Instruction for Using Knowledge: Students demonstrating their proficiency with content and skills by applying them in a real world context and at a higher level of complex reasoning.
- Assessment, Feedback & Continuous Improvement: Providing timely feedback to drive continuous improvement, or capturing evidence of what they know and can do.
- Student Motivation & Engagement: Ensuring that students are mentally and physically present and engaged. Educators creating the conditions for student self-motivation.

**Shared Vision for Learning** - An SAU's Shared Vision for Learning is a powerful tool to help describe what kinds of learning experiences the district's educators, parents, students, and community value and want to see in their schools. Note: this is not intended to be a vision for technology, nor a general vision for school. Where the Vision should focus on desired learning experiences or conditions for learning, technology should be considered one collection of tools applied to help advance classroom practice toward that Vision.

Student learning, the core of the Framework, is supported and undergirded by five pillars:

1. **Leadership** - Achieving the Vision for Learning takes a diverse team of school leaders who can both help build buy-in for the Vision and for the role of technology within the Vision, but also to help manage the implementation of the development, adjustments, and alignment required of the Vision.
2. **Professional Learning** - The strategies used by the district to provide timely professional learning opportunities, and other supports designed to effectively encourage and assist teachers' successfully bolstering and broadening classroom practices.
3. **Learning-Focused Access** - Each learner (adult and child) has access to the device, connectivity, apps, programs and services they need, as they need them for their learning, with a minimum of barriers to engaging in purposefully designed learning experiences.
4. **Definition of Success** - How the district defines success for applying technology to learning, how they ensure that definition is broadly known and understood, and how they measure progress against clear goals.
5. **Responsible Use** - The approaches and strategies they are using to help students learn to use technology responsibly and safely. How the district ensures they are meeting CIPA requirements. How they are applying their technology to improving accessibility for students.

## C. General Provisions

1. Issuance of this application does not commit the Department to issue an approval or to pay expenses incurred by a SAU in the preparation of a response to this application.
2. All applications should adhere to the instructions and format requirements outlined in this application and all written supplements and amendments (such as the Summary of Questions and Answers posted to <http://maine.gov/doe/mlti/participation/index.html>), issued by the Department. Applications are to follow the format and respond to all questions and instructions specified below in the “Application Submission Requirements and Evaluation” section of this application.
3. SAUs shall take careful note that in evaluating an application submitted in response to this application, the Department will consider materials provided in the application and information obtained through interviews/presentations (if any). The Department also reserves the right to consider other reliable references and publicly available information available in evaluating a SAU’s application. The application shall be signed by the superintendent of the SAU with the approval of its school board.
4. The application and the SAU’s application, including all appendices or attachments, will be incorporated in the final contract.
5. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in applications received in response to this application.
6. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be SAU’s responsibility to determine the applicability and requirements of any such laws and to abide by them.
7. If a SAU cannot provide something as described in the Scope of Services section of this application, then that SAU may propose something that is functionally equivalent, and provide an explanation of that equivalency. Functional equivalency will ultimately be determined by the Department.

## D. Eligibility to Submit Applications

**All Maine public schools serving grades 7-12 which currently meet the basic school approval standards of M.R.S.A. Title 20-A, reg. Chapter 125, and all others rules established by the Commissioner of the Department of Education are eligible to participate. For purposes of MLTI participation, publicly-supported secondary schools (i.e. the Town Academies) are considered public schools. Within this application guide, an eligible school or collection of schools will be referred to as a school administrative unit (SAU).**

## E. Contract Term

The Department is seeking a cost-efficient application to provide services, as defined in this application, for the anticipated contract period defined in the table below. Please note that the dates below are estimated and may be adjusted as necessary in order to comply with all procedural requirements associated with this application and the contracting process. The actual contract start date will be established by a completed and approved contract.

Contract Renewal: Following the initial term of the contract, the Department may opt to renew the contract for three renewal periods of one year each, subject to continued availability of funding, level of implementation of the learning program, and satisfactory performance.

The term of the anticipated contract, resulting from this application, is defined as follows:

<b>Period</b>	<b>Start Date</b>	<b>End Date</b>
Initial Period of Performance	August 1, 2016	June 30, 2017
Renewal Period #1	July 1, 2017	June 30, 2018
Renewal Period #2	July 1, 2018	June 30, 2019
Renewal Period #3	July 1, 2019	June 30, 2020

## PART II      AEV REQUIREMENTS

### 1. Eligibility

School administrative units that include public schools serving grades 7-12 which currently meet the basic school approval standards of M.R.S.A. Title 20-A, reg. Chapter 125, and all others rules established by the Commissioner of the Department of Education. For purposes of MLTI AEV application, publicly-supported secondary schools (i.e. the Town Academies) are considered public schools. The SAU must state its understanding of this requirement and enter its SAU ID ([http://www.maine.gov/education/medms/IDfiles/SAU/sau\\_list.htm](http://www.maine.gov/education/medms/IDfiles/SAU/sau_list.htm)) on their application cover page.

### 2. Learning Program, Software and Function

The SAU must detail in their application how it will leverage their one-to-one wireless classroom solution within the four core pedagogies related to learning the Maine Learning Results and assisting a student in meeting requirements for a proficiency-based diploma, and referenced productivity tools, as described in this Section 2.

SAUs must describe both the learning experiences they want for students within each category and the tools and functionalities that support these experiences:

#### *2.1. Instruction for Foundational Knowledge*

Helping students learn the basics in subject area content.

#### *2.2. Instruction for Practice and Deepening Understanding*

Helping students develop some fluency and automaticity with those basics, or develop conceptual understanding beyond simple memorization.

#### *2.3. Instruction for Using Knowledge*

Demonstrating student proficiency with content and skills by applying them in a real world context and at a higher level of complex reasoning.

#### *2.4. Assessment, Feedback & Continuous Improvement*

Providing timely feedback to drive continuous improvement, or capturing evidence of what they know and can do.

#### *2.5. Productivity Tools*

In addition, the SAU should describe tools that they will provide for the following:

- Writing
- Reading
- Managing student workflows
- Presenting and publishing
- Research
- Communication and collaboration.

### 3. Professional Learning Services

The SAU must detail in their application the strategies used by the district to provide timely professional learning opportunities, and other supports as described in this Section 3. Those opportunities and supports should be designed to effectively encourage and assist teachers' successfully bolstering and broadening classroom practices, especially those described in Section 2.

### *3.1. Professional Learning Goals and Evaluation*

The SAU must establish goals tied to the learning program for each participant group (educator, technology, leadership). The goals will guide the design and implementation of its professional learning plan. Additionally, the SAU must implement a program of evaluation that provides the SAU data to help it understand better the level of implementation of the learning program and the level of satisfaction, quality and effectiveness of its professional learning opportunities in supporting the implementation of the learning program.

For each section below, the SAU plan should include details about the first year only. The Department will require a new annual plan each year based on the needs, experiences and progress of the SAU to date, as well as, a summary report on the previous year's implementation of the learning program and professional learning plans. The goal is for both the SAU to develop a plan that is dynamic and responsive to its own needs as well as to help inform the State and other SAUs about both successes and challenges.

### *3.2. Educator Professional Learning*

The SAU must describe how it plans to provide professional learning opportunities for educators to support instructional change that integrates the technology and supports a student-centered learning environment, especially as described in the learning program. The plans should include a process of evaluation of the level of implementation of the learning program that will help inform future professional development opportunities provided by the SAU for its faculty.

Professional learning opportunities for faculty provided through the SAU's plan may be self-directed and implemented, or provided through other means, or a combination of both.

### *3.3. Technology Staff Professional Learning*

The SAU must describe how it will support its technology staff's ongoing learning and professional growth in service to implementing the learning program. This is particularly important as too often technology staff are looked to for help and support, but often it is not always institutionalized that the technology staff also need support and professional growth opportunities. The plan should include approaches to having the technology staff work more closely with curriculum & instruction staff within the district, in order to better implement the learning program by leveraging the one-to-one wireless classroom solution.

### *3.4. Leadership Professional Learning*

The SAU must describe how it will provide professional growth and learning opportunities for administrators that support their needs as leaders in a technology rich environment. Content should be organized around the critical success factors that help schools create a more student-centered learning environment within the pedagogies addressed in the learning program. Leadership professional learning should help a diverse team of school leaders to both build buy-in for the learning program and for the role of technology within the program, but also to manage the implementation of the development, adjustments, and alignment required of ramping up to full implementation of the learning program. The

plan should include approaches to having curriculum & instruction leadership within the district work more closely with the technology staff, in order to better implement the learning program by leveraging the one-to-one wireless classroom solution.

Professional development opportunities for leadership provided through the SAU's plan may be self-directed and implemented or provided through other means or a combination of both.

#### **4. Device Suitability for Learning Program**

The SAU must detail in their application the specifications and functional capacities of its device and software in accordance with the requirements as described in this Section 4.

##### **4.1. The Device**

The SAU must name and describe the device they are proposing for their learning program.

##### **4.2. The Learning Program**

The SAU must describe how its solution supports the software and tools needed to implement their learning program as described in Section 2: "Learning Program, Software and Function."

##### **4.3. Similar Projects with Similar Device**

The SAU must provide a description of two projects that occurred within the past five years which reflect experience and expertise of successfully implementing a learning program closely aligned with the SAU's learning program described in Section 2: "Learning Program, Software and Function" utilizing the same or closely similar device.

For each of the two examples provided, a contact person from the organization involved should be listed, along with that person's telephone number and email address.

#### **5. Device and Software Functionality**

The SAU must detail in their application the specifications and functional capacities of its device and software in accordance with the requirements as described in this Section 5. The SAU must provide devices to all eligible students and staff eligible for state funding support (see **Part VII, Appendix C – Eligibility Guidelines**).

##### **5.1. A "4-Year" Device**

The SAU should consider a device which will not require hardware upgrades in order to reasonably keep up with possible future software upgrades (e.g., initial delivery should include adequate memory, storage, and processing power for typical upgrade cycles given the term of the project) or the SAU should include a description of how it plans to upgrade the equipment through the term of the project (four (4) school years) to maintain adequate functionality.

##### **5.2. Assessment Compatibility**

The SAU must describe how its solution meets, and ideally exceeds, the hardware guidelines for state assessments. These guidelines may be found at:



### 5.3. Distance and Online Learning

The portable computing device must be able to support common learning management systems (i.e. Schoology, Blackboard, Studywiz, etc.) to facilitate distance and online learning. In addition, the portable computing device must be compatible with common digital learning resource providers (i.e. oercommons.org, cnx.org, khanacademy.org, ck12.org, iTunes U, etc.).

### 5.4. Device Connectivity

The device will be able to connect to the WiFi network and also be able to access the school's pre-existing local network, and the Internet, wirelessly (via WiFi) within the school, home or other area outside the school.

### 5.5. Network Services Access

The device must be able to connect to network file servers using common networking protocols (e.g., smb, afp, nfs, ftp, etc.). The device must be able to utilize common peripherals for input and output (e.g., networked and stand-alone printers, digital cameras, digital video cameras, scanners, etc).

### 5.6. Stand-alone

The portable computing device must be able to function in a stand-alone mode sufficient to enable the user to perform basic functions of the learning program without requiring network access. The SAU must describe the differences, if any, in the function of the device when it is network-connected versus in stand-alone mode. SAUs should consider that many families do not have broadband Internet access at home.

### 5.7. Operating System

The SAU must include current and upgraded versions of the core operating system software through the term of the agreement in order to maintain usability with upgrades and enhancements to educationally relevant software.

### 5.8. Device Portability

The device will be able to be carried conveniently and easily by students and teachers - either via a provided carrying case or some built-in carrying ability. The portable computing device shall be lightweight. In general, the lighter the better.

### 5.9. Device Durability

The portable computing device must be highly durable and withstand reasonable and normal daily use by middle and high school students. It is desirable that the device shall be durable enough to withstand occasional mishaps, and resist hazards such as dust, dirt and spills – and still function. For certain devices, such as tablets, the SAU should provide a durable case. The device shall also have parts that cannot be easily removed, tampered with, or broken.

In order to provide necessary protection for the device during normal transport, the school should consider including an appropriate carry case. Ideally the case would allow you to label cases for easy identification (i.e. "All black bags look alike").

#### 5.10. Device Power

The portable computing device will have a battery capacity that will allow the device to be used throughout a standard school day without being recharged. The battery will need to have the ability to be recharged by the student at home or elsewhere, or through a type of multi-unit re-charger at the school, and will need to be able to be recharged overnight or sooner. The device shall also be able to be powered by a standard electrical plug.

Battery replacements and proper recycling of spent batteries will be done within the per seat cost and in such a way that does not impact teaching and learning. The SAU must describe its plan for providing replacement batteries and for recycling spent batteries for the term of the agreement.

#### 5.11. Keyboard

The portable computing device will have an appropriately sized keyboard function that facilitates text input, integrated into the device, into the carrying case, or some other effective method. While an ideal solution would include a standard-size keyboard, it is recognized that a smaller size may be necessary. Nonetheless, the Department seeks a keyboard interface of sufficient size and ease of use for students and teachers to be able to do their work effectively and efficiently without discomfort.

#### 5.12. Screen

The portable computing device will have a color screen of sufficient size with good resolution. While the Department will not mandate a screen size, the solution should take into account ease of use and functionality, as well as, any requirements defined in Section 5.2, Assessment Compatibility). In general, the higher the resolution the better. The SAU should keep in mind portability, size, and weight.

#### 5.13. Mouse/Pointing Function

The portable computing device will have a mouse/pointing capability that provides pointing functions and is easy to use. It is preferable for pointing functions to be integrated into the device (e.g. trackpad, track point, touch screen, etc.) and not rely on a separate attachment.

#### 5.14. Audio

The portable computing device will have built-in audio capabilities, including speakers for personal use and an audio-out capability that accepts standard 1/8" audio connectors for headphones or speakers. It should also include an integrated microphone and audio-in capacity.

#### 5.15. Camera

The portable computing device will have an integrated, built-in camera capable of capturing/recording image files and video.

#### 5.16. Size

The portable computing device will fit on school desks in use in the school and be easily carried by an adolescent-aged student.

#### 5.17. Peripheral Connectivity

The device will be capable of connecting to standard video output devices such as digital projectors or monitors. In addition, the device should ideally have additional capacity/ports for connecting to external devices.

### 5.18. Accessibility

It is the intent to utilize hardware and software that provide the highest degree of accessibility to all users, including users who may have an impairment that interferes with the use of the device. The solution will have accessibility features designed to support students, teachers and others with visual, hearing, mobility, communication and/or cognitive, physical and motor skill, and learning and literacy impairments. A less desired approach would be for the device in the solution to have the capacity to interface with peripherals, software and assistive technologies, if those functions are not provided by the device and core software itself.

To the highest degree possible, devices should conform to the ISPB-approved Computer Application Program Accessibility Standard that can be found at:

[http://www.maine.gov/oit/accessibility/software\\_policy.htm](http://www.maine.gov/oit/accessibility/software_policy.htm)

There must not be a need for complex and expensive adaptation and/or specialized design later to meet the needs of users. The design should communicate necessary information in as many different forms as possible (e.g., verbal, auditory, tactile, pictorial) to accommodate needs. It should be of appropriate size and should be operable in at least one mode for those with limited hand, arm, leg or trunk strength, flexibility and range of motion. Space should be provided for approach, reach, manipulation and use regardless of a user's body size, posture or mobility.

### 5.19. Disposal

The SAU will ensure that no devices or materials included in its solution are disposed of improperly. The SAU will ensure that associated hazardous constituents are kept out of solid waste and wastewater. Examples of possible hazardous constituents are: printed circuit boards, lithium batteries, and mercury-containing lamps for screen illumination. It is desirable that the device is highly recyclable. The Department recognizes that eventually, the devices will be retired from use and wants to minimize the environmental impact of the equipment deployed as part of the solution.

## **6. Support Services**

The SAU must detail in their application how it will provide support services as described in this Section 6.

### *6.1. Technical Support*

The Department recognizes that SAUs already provide just-in-time support for technology to students and teachers in schools. The SAU should detail how those support personnel and structures will adequately provide support for all users of the devices. The Department does not expect SAUs to staff a Help Desk operation as substantial as the MLTI 1-800 Help Desk, but SAUs should recognize the increased support requirements of a 1:1 program, and recognize that needs fulfilled by the Help Desk, and how it plans to accommodate those needs locally.

In addition, the SAU should describe how it will support the ongoing availability of a wireless network that provides students and teachers connectivity to the school's network and Internet connection.

### *6.2. Device Repairs*

The SAU must ensure that the devices are covered by a manufacturer's extended warranty to support the devices for the term of the Agreement. In addition, if not specifically provided through the extended

warranty, the SAU should describe how it plans to provide and manage both warranty and out-of-warranty device repairs.

The SAU should describe its plan for providing access to a device while a device is being repaired. The solution will provide device reliability and a service level that ensures no student is without a functioning device for more than one (1) school day. This may mean that different support plans need to be in place for different schools.

### *6.3. Damage, Loss and Replacements*

SAUs must anticipate accidental damage and theft. The SAU must plan for this occurrence to both provide a replacement device as well as to mitigate the financial impact on individual users and the SAU. The SAU should describe its plan to recognize damage and loss implications.

### *6.4. Device and App Management*

The SAU should describe its plan for providing a device and app management solution, including mobile device management, software and app distribution to users or devices, device configuration and set-up, device supervision, the installation, updating and managing of apps, user account management, distribution of profiles and network policies, device configuration.

The preferred approach is to layer customized components as needed and just-in-time, rather than maintaining a fixed image, having the device actively managed by the institution with certain local controls being provided to the end user. This offers the greatest flexibility in customization of the deployment, quickest response to security and performance updates, and offers the user the best out-of-box experience.

### *6.5. Device Security*

Security must allow access to authorized users only – to only those resources, files, applications, and services that they are authorized to use. Security will be definable by an administrator both on an individual user basis and by class of user (teachers, students, parents, administrators, etc.). Identification of a user must be unique to each individual.

Operating systems and the application software must have the ability to be restricted or locked down in an appropriate way that prevents inadvertent or deliberate changes in key settings and, thereby, reduces support requirements.

### *6.6. Asset Management*

SAUs must maintain accurate asset records of all devices and equipment purchased with funds provided through the MLTI AEV program. The SAU should describe its plan to maintain asset records.

### *6.7. Data Backup*

In order to protect the solution from data loss or corruption, backup and recovery capabilities are required to permit regular, periodic backup of the storage device(s), logical drives, directories, administrative and configuration data, application software, and user files and to restore all of the above on demand. Backup protection should include any server-based parts of the solution necessary to restore the solution in the event of data loss or corruption. The ability to perform automatic scheduling of backup functions is desired. This should include automatic backup from the portable computing device to a server or some other facility on a daily basis to prevent data loss. The SAU must describe the

capacity and features of its backup solution, and which data would be recoverable by the user, by a school or administrator.

## **7. Budget & Reimbursement**

### *7.1. Budget*

The SAU must submit as part of this application an initial budget that details expenses related to its plan for implementing a 1:1 program. The budget should include planned expenses for the first year and projections for years 2-4. The budget must include the SAUs seat count for participating students and eligible teachers. Include the following in your budget:

- Device costs (including accessories, cables, peripherals, etc.)
- Software costs (including programs, apps, online learning services, etc.)
- Professional Learning Services
- Support Services

Expenses related to pre-existing resources must include notes that explain why the pre-existing expense should be considered part of this implementation (i.e., schools often have pre-existing technology integrator staff positions that support MLTI. The AEV program is not intended to offset the cost of these positions since the positions were already a local cost and one associated to supporting MLTI in general).

The SAU must state their seat cost for the AEV.

Seat Cost = Total Budget / (Eligible Student Seats + Eligible Teacher Seats)

The Department will be looking for a budget that is both adequate for the plan and compares favorably with MLTI solution seat costs.

Annually, the SAU will submit updated budgets to make any necessary adjustments to each year's budget including adjusted seat counts as the SAU makes mid-course adjustments or corrections. Each year's annual seat count will be used to calculate AEV reimbursement maximums.

### *7.2. Reimbursement*

AEV reimbursements to the SAU for costs of the AEV program will not exceed the total cost of the MLTI Primary solution for providing devices, software, and associated services (including professional development), or up to \$254.86 per seat per year. Reimbursement will be done quarterly based upon approved expenses incurred and reported upon in the quarterly report (Section 8.1). Reimbursement for schools serving grades 7-8 may include seats for eligible 7-8<sup>th</sup> grade students and staff. Reimbursement for schools serving grades 9-12 may include seats for eligible staff.

## **8. Reporting**

### *8.1. Quarterly Reports*

MLTI requires its primary and secondary solutions providers to provide detailed monthly reports in order to document progress against performance indicators in the MLTI contract (resulting from RFP #201210412). The Department recognizes that this level of reporting would be onerous for schools, but is requiring that SAUs submit to the Department a quarterly report that includes the following information:

- Expenses incurred during the quarter as they relate to the budget submitted.
- Professional Development details including numbers of opportunities offered, brief descriptions of each opportunity, type and duration, number of participants, and aggregated data from the SAU's professional development evaluation program.
- Device repair data that includes the number of warranty repairs, the number of non-warranty repairs, the cost of each non-warranty repair, number of devices that required replacement, reasons for replacements (i.e. theft, damage, vandalism), and average time a student had to go without a device for a loss, damage, or repair. The Department will work with SAUs to develop a common template for reporting to simplify the reporting requirements.

## 8.2. *Annual Reports*

In addition, SAUs must submit to the Department an annual report that includes the following information:

- Summary report on the previous year's implementation of the learning program and professional learning plans.
- Summary report on annual evaluation program findings related to the level of implementation of the learning program and the level of satisfaction, quality and effectiveness of its professional learning opportunities in supporting the implementation of the learning program.
- The new annual professional learning plan based on the needs, experiences and progress of the SAU to date.
- Updated budgets to make any necessary adjustments to each year's budget including adjusted seat counts as the SAU makes mid-course adjustments or corrections.

## 9. Understanding and Approval

### 9.1. *Understanding*

The SAU understands and agrees that while the SAU is taking responsibility for its MLTI implementation by electing to implement an AEV program, that the SAU still understands and is agreeing to abide by the participation guidelines expected of all MLTI schools:

1. SAU agrees to deploy the AEV devices in a 1:1 approach that provides every individual student a personal digital device to support his/her individual learning needs.
2. SAU agrees to maintain accurate asset records.
3. SAU agrees to maintain the equipment in good working order, including having damaged devices repaired in a timely fashion.
4. SAU agrees to host annual parent meeting(s) to orient parents on the program, goals, and expectations.
5. SAU agrees to address how AEV will support its school and district goals in its Board-approved technology plan.
6. SAU agrees to implement and publish on its web site its Board-approved policies and procedures, including those that allow students to take the devices home to support their learning.
7. SAU agrees to implement and publish on its web site its Board-approved Acceptable Use Policy.
8. SAU agrees that any fee-based programs associated with the AEV (e.g., device protection plans) will be Board-approved and published on its web site.

9. SAU agrees to provide to the Department the URLs for its Board-approved AEV-related policies (#6-8)
10. SAU agrees to implement Digital Citizenship and Internet Safety programs (e.g. Common Sense Media and NetSmartz).
11. SAU agrees that Principals and/or Superintendents will participate each year in learning through technology-related professional development.
12. SAU agrees to support teacher participation each year in learning through technology-related professional development.
13. SAU agrees to take part in studies, surveys, etc. related to MLTI (e.g., a BrightBytes survey).
14. SAU understands that the devices are only for use in the proposed grades in the opted-in school and may not be loaned or subleased to other grade levels or schools.
15. SAU understands that staff devices for which state funding support is provided may not be loaned or subleased to staff not eligible for state funding support.
16. SAU agrees that it will not install unlicensed software or media on AEV devices.
17. SAU agrees that any software license or terms of use accompanying any product, software or service control the use of that product, software or service.
18. SAU agrees to include the AEV equipment on its building catastrophic loss insurance plan.

By submitting a MLTI AEV Application, the SAU is acknowledging it has read, understood, and will comply with *Section 9.1 Understanding*.

#### *9.2. Approval*

If the SAU's application for the AEV program is approved, the SAU and the Department will enter into an Agreement that outlines the deliverables (the AEV application) and budget (as approved). The Department and the SAU may negotiate minor changes that are mutually agreeable to both parties to be incorporated into the final contract.

If the SAU's application for the AEV program is not approved, the Department will work with the SAU to identify those aspects of the application that did not satisfactorily meet the requirements. The SAU may resubmit the application at any time.

See **PART VI CONTRACT ADMINISTRATION AND CONDITIONS**.

## PART III KEY APPLICATION EVENTS

### A. Timeline of Key Application Events

Event Name	Event Date and Time
Due Date for Receipt of Applications	No Due Date, applications will be reviewed upon receipt
Estimated Contract Start Date (subject to change)	August 1, 2015 assuming applications are received and approved in a reasonable time frame.

### B. Questions

#### 1. General Instructions

- It is the responsibility of each SAU to examine the entire application and to seek clarification in writing if the SAU does not understand any information or instructions.
- Questions regarding the application must be submitted by e-mail to [mike.muir@maine.gov](mailto:mike.muir@maine.gov).
- Include “AEV Question” in the Subject header of any submitted questions. Be sure to refer to the page number and paragraph within this Application relevant to the question presented for clarification, if applicable.

### C. Submitting the Application

- Applications due:** Applications may be submitted at any time. There is no deadline for the application. However, SAUs should recognize that approval of applications and subsequent distribution of funds will only occur after a contract has been executed, and only for approved work, equipment, and services related to that contract. Costs associated with work, equipment, or services incurred prior to an executed contract are not eligible for reimbursement from the MLTI AEV program.

#### 2. Mailing/Delivery Instructions

Submit applications via email as an attachment to:

[Mike.Muir@maine.gov](mailto:Mike.Muir@maine.gov), use subject header “AEV APPLICATION”

Include the application as an attachment in a searchable format (.doc, .docx, .pdf, or .pages).



## PART IV APPLICATION SUBMISSION REQUIREMENTS

This section contains instructions for SAUs to use in preparing their applications. The SAU's application must follow the outline used below, including the numbering and section and sub-section headings as they appear in Part II, AEV REQUIREMENTS. Failure to use the outline specified in this section or to respond to all questions and instructions throughout this document may result in the application being returned unapproved to the SAU. The Department and its evaluation team for this application have sole discretion to determine whether a variance from the application specifications should result in either disqualification or the return of an application. Rephrasing of the content provided in this application will, at best, be considered minimally responsive. The Department seeks detailed yet succinct responses that demonstrate the SAU's experience and ability to perform the requirements specified throughout this document.

### A. Application Format

1. Applications should use the Application Template available at <http://maine.gov/doe/mlti/participation/index.html>, or similar.
2. SAUs are asked to be brief and to respond to each question and instruction listed in the "Application Submission Requirements" section of this application. Number each response in the application to correspond to the relevant question or instruction of the application. The application should be limited to a maximum total of 30 pages. Pages provided beyond the aforementioned maximum amount may not be considered during evaluation.
4. The following application elements will not be counted as part of the maximum total number of pages allowed for the application: application cover page, table of contents, financial forms, any required attachments, appendices, or forms provided by the Department in the application.
5. The SAU may not provide additional attachments beyond those specified in the application for the purpose of extending their response. Any material exceeding the application limit may not be considered in rating the applications. SAUs shall not include brochures or other promotional material with their applications. Additional materials will not be considered part of the application and will not be evaluated.
6. It is the responsibility of the SAU to provide all information requested in the application package at the time of submission. Failure to provide information requested in this application may, at the discretion of the Department's evaluation review team, result the application being disqualified or returned.
8. The application cover page shall be signed by the superintendent of the SAU with the approval of its school board.

### B. Application Contents

Discuss the AEV REQUIREMENTS, including the cost application, referenced in Part II of this application guide. Give particular attention to describing the methods and resources you will use and how you will accomplish the tasks involved.

#### 1. General Instructions

- a. The SAU must submit a cost application (see Part II, Section 7) that covers the entire allowable period of the project. Please use the expected start date of August 1, 2016 and a program end date of June 30, 2020 in preparing this section.
- b. The cost application shall include the costs necessary for the SAU to fully comply with the

contract terms and conditions and application requirements.

- c. Failure to provide the requested information may result in the exclusion of the application from consideration, at the discretion of the Department.
- d. No costs related to the preparation of the application for this application or to the negotiation of the contract with the Department may be included in the application. Only costs to be incurred after the contract effective date that are specifically related to the implementation or operation of contracted services may be included.

## **PART V      APPLICATION EVALUATION AND SELECTION**

Evaluation of the submitted applications shall be accomplished as follows:

### **A. Evaluation Process - General Information**

1. An evaluation team, comprised of qualified reviewers, will judge the merits of the applications received in accordance with the criteria defined in the application.
2. The goals of the evaluation process are to ensure fairness and objectivity in review of the applications and to ensure that the SAU whose application is approved has fully met the requirements of the application.
3. The Department reserves the right to communicate and/or schedule interviews/presentations with SAUs if needed to obtain clarification of information contained in the applications received, and the Department may revise the initial evaluation to reflect those communications and/or interviews/presentations. The Department reserves the right to make video or audio recordings of any applicable interview/presentation process. Interviews/presentations are not required, and changes to applications will be permitted as a result of any interview/presentation process. Any changes must be documented in writing and submitted to the Department in a timely manner to be considered in the evaluation of an application.
4. Approval of an application is based upon the satisfactory demonstration of meeting the the following AEV standards, including:
  - Quality of Learning Program
  - Suitability of Device
  - Quality of Professional Learning Plan
  - Quality of Support Services
  - Cost-Efficient Budget
5. Applications will not be “scored” since the goal is approval of qualifying applications, and not the selection of some but not all applications submitted by interested SAUs.

## PART VI CONTRACT ADMINISTRATION AND CONDITIONS

### A. Contract Document

1. An SAU with an approved application will be required to execute a contract in the form of a State of Maine Agreement to Purchase Services (BP54).

The complete set of standard BP54 contract documents may be found on the Division of Purchases website at the following link: <http://www.maine.gov/purchases/info/forms/BP54.doc>

Other forms and contract documents commonly used by the State can be found on the Division of Purchases website at the following link: <http://www.maine.gov/purchases/info/forms.shtml>

2. Allocation of funds is final upon successful negotiation and execution of the contract, subject to the review and approval of the State Purchases Review Committee. Contracts are not considered fully executed and valid until approved by the State Purchases Review Committee and funds are encumbered.
3. The Department estimates having a contract in place by August 1, 2015. The State recognizes, however, that the actual contract effective date depends upon completion of the application process, date of formal approval notification, length of contract negotiation, and preparation and approval by the State Purchases Review Committee. The contract effective date may need to be adjusted, if necessary, to comply with mandated requirements.
4. In providing services and performing under the contract, the approved SAU shall act independently and not as an agent of the State of Maine.

### B. Standard State Agreement Provisions

#### 1. Agreement Administration

- a. Following the award, an Agreement Administrator from the Department will be appointed to assist with the development and administration of the contract and to act as administrator during the entire contract period. Department staff will be available after the award to consult with the approved SAU in the finalization of the contract.

#### 2. Payments and Other Provisions

The State anticipates paying the Contractor on the basis of net 30 payment terms, upon the receipt of an accurate and acceptable invoice (see Part II, Section 7). An invoice will be considered accurate and acceptable if it contains a reference to the State of Maine contract number, contains correct information relative to the contract, and provides any required supporting documents, as applicable, and any other specific and agreed-upon requirements listed within the contract that results from this application.

## **PART VII     LIST OF APPLICATION APPENDICES AND RELATED DOCUMENTS**

1.     Appendix A – MLTI AEV Application Cover Pages
2.     Appendix B - MLTI AEV Program Assurances
3.     Appendix C – Eligibility Guidelines

**PART VII APPENDICES**

**Appendix A**

**State of Maine  
DEPARTMENT OF EDUCATION  
MLTI AEV APPLICATION COVER PAGE**

SAU Name:		
Superintendent:		
Tel:	Fax:	E-mail:
SAU Street Address:		
SAU City/State/Zip:		
<i>(provide information requested below if different from above)</i>		
Lead Point of Contact for application - Name/Title:		
Tel:	Fax:	E-mail:
Street Address:		
City/State/Zip:		

- The undersigned is authorized to enter into contractual obligations on behalf of the above-named organization and with approval of its school board.

*To the best of my knowledge all information provided in the enclosed application, both programmatic and financial, is complete and accurate at the time of submission.*

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Authorized Signature

Date

---

Name and Title (Typed)

**PART VII APPENDICES**

**Appendix B**

**State of Maine  
DEPARTMENT OF EDUCATION  
MLTI AEV APPLICATION ASSURANCES**

SAU ID: \_\_\_\_\_

\_\_\_\_\_ (check) Yes, the SAU is an approved Maine public school administrative unit as described above.

\_\_\_\_\_ (check) No, the SAU is not an approved Maine public school administrative unit as described above.

**Reimbursement**

\_\_\_\_\_ (check) Yes, the SAU has read, understood, and will comply with Section 7.2.

\_\_\_\_\_ (check) No, the SAU has read, understood, and will not comply with Section 7.2.

The SAU must comply with the reporting requirements as set forth in Section 8:

\_\_\_\_\_ (check) Yes, the SAU has read, understood, and will comply with Section 8.

\_\_\_\_\_ (check) No, the SAU has read, understood, and will not comply with Section 8.

## **PART VII APPENDICES**

### **Appendix B**

#### **ELIGIBILITY, PARTICIPATION AND FUNDING**

##### **Eligibility, Participation and Funding**

### **Student Seats**

#### **1. Student Seat State Funding Support (Grades 7 and 8)**

The State provides funding support for 7th and 8th grade student seats in schools that implement an approved MLTI AEV 1:1 solution for those grades. The state funding support maximum for 2016 opt-in is \$254.86 per seat per year. Any cost in excess of the state funding amount must be paid by the school.

#### **2. Student Seat Local Cost (Grades K-6 and 9-12)**

Seat costs for students in grades K-6 and 9-12 are the responsibility of the participating school.

### **Staff Seats**

#### **1. State Funding Support for Staff Seats**

For participating public schools, the State will provide funding support for certain staff seats, as described in this section. To qualify for state funding support for a staff seat, the staff member must be in one of the categories of eligible staff described in paragraph A, and the staff must be working with students in a participating grade between 7th and 12th grade. There is no funding support for K-6 staff. Additional information is provided in paragraphs B through E.

The funding support maximum is \$254.86 per seat per year. Costs in excess of the state support amount are the responsibility of the SAU or school.

##### **A. Categories of Staff Eligible for State Funding Support**

Please review the following guidelines to determine which of your school's staff are eligible to receive funding support for an MLTI AEV device. The Department will not collect lists of eligible staff names, but participating schools should be prepared to provide that information at a later date if it becomes necessary for auditing purposes.

Funding-eligible staff includes the following:

- All certified teachers who teach 7th-12th grade subjects including, but not limited to, mathematics, science, language arts, social studies, visual and performing arts, world languages, physical education, CTE teachers and/or special education teachers
- All certified 7th-12th grade principals, special education directors, deans, assistant principals, assistant deans, guidance counselors, library media specialists, technology integrators, and literacy specialists
- Licensed or certified physical therapists, occupational therapists, and speech therapists who are employed by the SAU and serve participating students
- At the SAU level, all superintendents, assistant superintendents, and curriculum directors/coordinators

Participating schools and SAUs may receive additional state-funding-supported devices as follows.



Each participating school may request one additional device for technology support staff image and configuration testing. This device is not intended to be used as a personal workstation. Collectively across a SAU, the SAU may request one additional device per 300 devices deployed (minimum of 1) for use by technology support staff including a district Technology Director.

**B. Grade K-6 Staff**

Staff in K-6 grade schools are not eligible for state funding support.

**C. Grade 7 and 8 (Middle School) Staff**

Maine schools that implement an approved MLTI AEV 1:1 solution for grades 7 and 8 will receive funding support from the Department of Education toward eligible staff costs of the MLTI AEV, up to the amount of \$254.86 per year.

**D. Grades 9-12 (High School) Staff**

Eligible staff in Maine public high schools that implement an approved MLTI AEV 1:1 solution will receive funding support from the Department of Education, up to the amount of \$254.86.

To be eligible for this funding support, Maine public high schools must implement an MLTI 1:1 program in grades 9-12, but may do so over 2 years. The high school must opt in the first year for at least 50% of its students, and must have its school board approve a resolution that ensures that the SAU and school board intends to seek funding to support expanding the 1:1 program to a 9-12 program in the next fiscal year.